

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p><u>Questions to Focus Learning</u></p> <p>How do different media formats provide/reveal different details and information? Why do authors choose to present their ideas in different structures?</p> <p>Skilled readers can evaluate multiple sources in different media or formats to find quality information in order to answer a question or solve a problem.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Reasoning Targets</i></p> <ol style="list-style-type: none"> a. I can select appropriate source material to utilize based on the question or problem. b. I can analyze each source of information as it pertains to the question or problem. c. I can develop organizational strategies (e.g., note taking, comparison charts, Venn Diagrams, Thinking Maps) to integrate multiple sources of information. d. I can evaluate the value of sources as they relate to the guiding question or problem. e. I can answer or solve the question or problem, citing evidence from multiple sources. f. I can integrate and present information from multiple sources to address a question or solve a problem.

Vocabulary

Convention: a literary device, form, style, situation, or usage so widely employed that, however unrealistic, it has become accepted and even expected by knowledgeable readers or audiences (The Bedford Glossary of Critical and Literary Terms, 2009).

Guiding Question: A question which creates a framework for literary study. Guiding questions address key ideas being studied, require content knowledge for full discussion, are open-ended and arguable, and are complex enough to entertain multiple viewpoints.

Inverted pyramid: a metaphor used by journalists and other writers to illustrate the placing of the most important information first within a text.

Media: means of communication.

Quantitative: relies on criteria that can be measured, counted, or demonstrated objectively (Everything's an Argument, 2007).

Text features: Various ways of manipulating /inserting text to emphasize specific points or ideas in text (e.g. bolding or boxing questions, italicizing key vocabulary or ideas, listing, bulleting, numbering) in order to facilitate understanding for the reader.

Teacher Tips

[Lesson plan](#) - This lesson helps students to create their own unique speeches.

	<p><u>Vertical Progression</u></p> <p>RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.1.7 - Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.6.7 - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.9-10.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.11-12.7](#)